

## Audience/User Analysis

An audience or user analysis is an essential component of the training effort because it provides much of the information that drives the training content. This analysis is important because it provides the training development team with an understanding of the user groups, the number of users and user training requirements. Training developers will use this information to target the training materials to meet the specific needs of the training audience. In addition, this knowledge provides the training team with the information needed to manage the scope of the training effort.

This analysis is conducted in two parts. A preliminary and detailed assessment identifies the user groups, the number of users, and the existing level of X (e.g. Direct Loan) awareness of the users. This information drives the training curriculum plan.

During the training development phase, a detailed user analysis will be required. This analysis will further breakdown the user groups and help identify participants for each of the training courses. This information is critical for the development of the training schedule.

The next section of the User Analysis Job Aid outlines effective questions to use for gathering information during the preliminary analysis. You may find these questions useful when:

- Conducting meetings with managers and conducting focus group sessions with frontline staff to identify levels of subject understanding, training needs and process impact on staff
- Facilitating discussions with a Program Office Steering Committee or User Steering Committee to identify issues, level of involvement and understanding of the subject within the business

[illegible]

## **Robert Mager (Analyzing Performance Problems)**

### Describe the Problem

Determining performance discrepancy (What is happening “as is” vs desired performance “to be”)?

1. Whose performance is at issue?
2. Why do you (or someone else) think there’s a problem?
3. What is (are) the actual performance(s) at issue?
4. What is (are) the desired performance(s)?

Is the performance discrepancy worth pursuing?

1. What would happen if these performance issues were left alone?
2. Are your (our) expectations reasonable for achieving the desired performance?
3. What are the consequences caused by the discrepancy?
4. Is the cost of the discrepancy high enough that it seems worth pursuing a solution?

### Explore Fast Fixes

Can we apply fast fixes?

1. Do those concerned know what’s expected of them? Have they been told or otherwise notified, or is it assumed that everybody knows?” Are any written standards incomplete or unclear?
2. Can those concerned describe what the desired performance? to accomplish?
3. Are there obvious obstacles to performance? Are all needed tools available? Is something missing or inadequate in the work environment? Do they have everything they’re supposed to have for doing their job?
4. Do performers get feedback on how they are doing? How do they find out?

### Check Consequences

Is the desired performance being punished?

1. What are the consequences of performing as desired?
2. Is it punishing to perform as expected?
3. Does the person perceive desired performance as being geared to penalties?
4. Would the person’s world become dimmer by doing it the expected way?

Is undesired performance being rewarded?

1. What is the result of doing it the present way instead of the desired way?
2. What does the person get out of the present performance in the way of rewards, prestige, status, or comfort?
3. Does the person get more attention for undesirable rather than for desirable performance (for misbehaving than for behaving)?
4. What event in the world supports (rewards) the present way of doing things? (Are irrelevant behaviors inadvertently rewarded while crucial behaviors are overlooked?)
5. Is this person “mentally inadequate,” doing less so that there is less to worry about?
6. Is this person “physically inadequate,” doing less because it is less tiring or less painful?

Are there any consequences at all?

1. Does performing as desired lead to consequences that are felt by the performer?
2. Is there a favorable outcome for performing?
3. Is there an undesirable outcome for not performing?
4. Is there a source of satisfaction for performing?

5. Can the person take pride in this performance as an individual or as a member of a group?
6. Is there satisfaction of personal needs from performing as desired?

### Enhance Competence

Is it a skill deficiency?

1. Could the person do it if really required to do it?
2. Could the person do it if his or her life depended on it?
3. Are the person's present skills adequate for the desired performance?
4. What might you learn how to do that would make your job easier? (question directed at a poor performer)

Could they do it in the past?

1. Did the person once know how to perform as desired?
2. Has the person forgotten how to do what needs to be done?

Is the skill used often?

1. How often is the performance displayed?
2. How often is the skill applied?
3. Is there regular feedback on performance?
4. Exactly how does the person find out how well he or she is doing?

Can the task be simplified?

1. Can I reduce the standards by which performance is judged, particularly the "hurry up" demands?
2. Can I change the job by providing some kind of performance support? Can I store the needed information in a more reliable and permanent way (in written instructions, checklists, job aid, etc.) than in someone's head?
3. Can I provide help with the physical demands of the job, including redesign of the workplace to allow for more efficient work?
4. Can I reduce the pressure by parceling off part of this job to someone else? Or arrange for workers to swap jobs for specific periods of time?

Are there any other obstacles remaining?

1. Does something get in the way of doing it right?
2. Does the person know what is expected?
3. Does the person know when to do what is expected?
4. Are there conflicting demands on this person's time?
5. Is there competition from secondary tasks?
6. Are there restrictive policies that ought to be changed?
7. Can I reduce "competition from the job" – phone calls, or "brush fires" - demands of less importance but more immediate concern?
8. Could the problem be caused upstream from where the consequences are being felt?

Do they have what it takes? To determine if training is needed

1. Could the person learn the job (is the individual trainable)?
2. Does this person lack the physical or mental potential to perform as desired?
3. Is this person over-qualified for the job?
4. Is this person right for the job?

Before moving on to designing the curriculum plan and identifying learning objectives:

Have all the problems identified been addressed?

Have the intangible (immeasurable) costs been assessed?

### **Conducting User/Audience Analysis**

#### **COD**

The user/audience analysis provides the training team with the answers to the following questions:

1. How many people will need to be trained?
2. Who will need to attend training?
3. When and where will training need to occur?
4. How many classes will need to be held to meet the training needs?
5. What level of detail about the solution is necessary to appropriately train the target audience?

#### **Lorraine**

6. Why do you want X training for your staff?
7. How will X be used after the training?
8. What do you expect your staff to be able to do after they attend X training?
9. What results would you expect your staff to achieve after they attend X training?
10. What aspects of X are most important to you?
11. Please give me an example of the types of X related events/tasks your staff is likely to encounter?
12. What, for you, are the key attributes of a good staff member?